

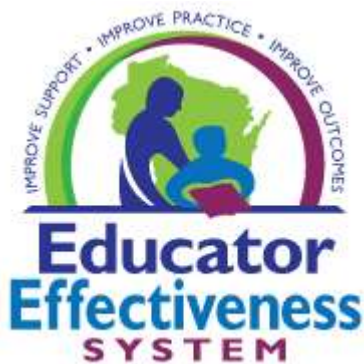
# Wisconsin Educator Effectiveness System

## Teacher Evaluation Process Manual

**Updated February 2016**

This manual is an interim update to remove inaccurate information.

A more comprehensive update for 2016-17 is in progress  
and will be released late spring 2016.



**Wisconsin Department of Public Instruction**

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# Introduction

# 1

## 1.1 The Purpose of Educator Effectiveness

Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. Every child in every community deserves excellent classroom teachers and building leaders. Every educator deserves a specific, individualized roadmap to help move his or her students and professional practice from point A to point B. The Wisconsin Educator Effectiveness (EE) System serves as that roadmap. The System improves teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve maximum results with students. In short, Wisconsin created the Educator Effectiveness System to improve support, practice, and outcomes.

## 1.2 Mandated Educators and Frequency of Evaluation

### Mandated Educators

2011 Wisconsin (WI) Act 166 mandates all public school districts and 2R charter schools to use the new WI Educator Effectiveness System to evaluate all principals and teachers.

The Department of Public Instruction recognizes that teacher roles may look different in various local contexts. “Teacher,” for the purposes of the EE System, means any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40, whose **primary** responsibilities include **all** of the following: managing a classroom environment and planning for, delivering, and assessing student instruction over time.

For clarification regarding which educators Act 166 mandates to use the EE System, refer to the [Flowchart to Identify Mandated Educators](#).

### Frequency of Evaluation

Act 166 and implementation of the Educator Effectiveness (EE) System have not changed the frequency of required evaluations; only the evaluation process. Per state law (PI. 8), districts must evaluate teachers and principals using the EE System at least during the educator’s first year of employment in the district and every third year thereafter, which DPI refers to as completing the Effectiveness Cycle. Districts may choose to evaluate more frequently.

## 1.3 Educator Effectiveness System Training

### DPI Required Training

Educators using the DPI EE model must complete system training components relevant to their role. DPI has created online training and resources available on our website: <http://dpi.wi.gov/ee/>

DPI contracted with CESAs to provide regional EE support. The CESAs identified EE [Implementation Coaches](#) (ICs) who can provide training and support to districts implementing EE, and answer questions about the system. Milwaukee, Racine, Green Bay, Madison, Kenosha, and Appleton, as large urban school districts, also have implementation coaches, who have received DPI system training, and are in regular contact with DPI. Districts should contact their local CESA directly to learn about available support options.

### **Teachscape Training**

All evaluators of teachers must complete comprehensive online training and pass a rigorous evaluator assessment in Teachscape Focus before evaluating teachers. Evaluators of principals do not need to complete this Teachscape training, as their training is included in the DPI-required online training materials.

# Overview of the Teacher Evaluation Process

# 2

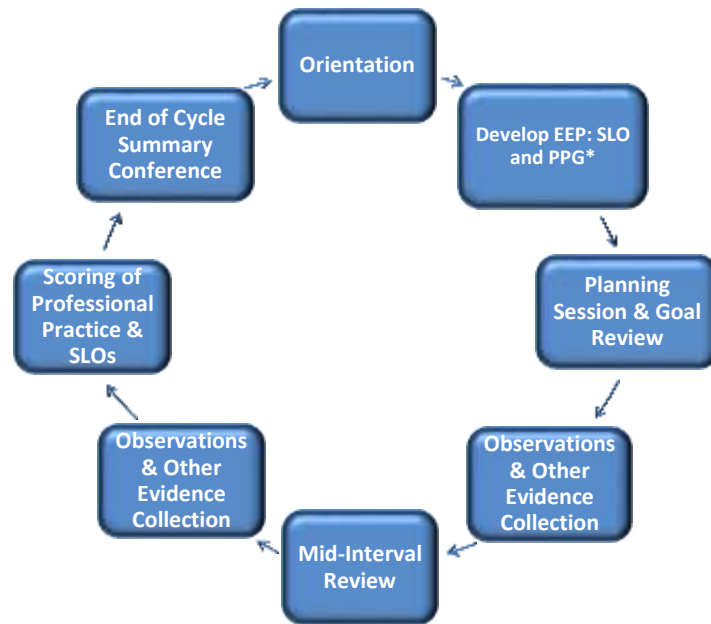
This section of the manual focuses on the teacher evaluation process:

- An overview and a summary of the main roles and responsibilities of participants;
- A description of the *Framework for Teaching*, which educators will use to assess and help guide teacher professional practice; and
- An overview of the Educator Effectiveness Plan (EEP), which includes guidance on developing a professional practice goal (PPG) and an SLO.

## 2.1 Overview of Teacher Evaluation Process, Roles, and Responsibilities

The cyclical teacher evaluation process guides performance management and growth. *Figure 1* identifies components of the Summary Year cycle. First, principals facilitate an orientation to the system for those in a Summary Year. Next, at the Planning Session, the teacher and their evaluator discuss and further develop an SLO and PPG, and schedule observations and evidence collection. Then, a mid-year/mid-interval review between the teacher and their evaluator provides an opportunity for feedback and revisions to the goal, student populations, or other variables (as necessary). Following additional evidence collection and opportunities for feedback until the end of the SLO interval, the evaluator reviews the data, develops scores, and discusses results in an End of Cycle Summary Conference. *Section III: Steps in the Teacher Evaluation Process* describes each step in the evaluation process.

**Figure 1: Teacher Evaluation Summary Year-Cycle**



*\*Teachers develop EEPs in both Summary and Supporting Years. During Summary Years, the teacher completes a Self-Review before developing the EEP.*

Educators, their evaluators, effectiveness coaches, and other personnel each have different roles and responsibilities within the process. The following sections summarize the roles and responsibilities for each.

### **Teacher Responsibilities**

Teachers play an important role in their own evaluations. As such, they must understand the EE System and the tools used within the System to evaluate practice. Teachers will:

- Attend the orientation meeting before beginning the Summary Year. Teachers in their Summary Year will need to be updated on any system changes or requirements. This can be done in the Planning Session, through written communications, and/or using updated DPI online training modules;
- Complete required system training modules;
- Reflect on practice, review the *Framework for Teaching*, and complete the Self-Review form prior to the Planning Session in the Summary Year.
- Develop an EEP that includes an SLO, PPG, and professional growth strategies and support needed to achieve those goals.
  - Review student data and create an SLO using the SLO plan section of the EEP.

- Based on the Self-Review of Performance and SLO, identify at least one PPG. Educators may create more than one PPG and/or SLO;
- Submit the EEP to the evaluator prior to the Planning Session;
- Meet with a peer or evaluator (Supporting Year or Summary Year, respectively) for the Planning Session;
- Complete the pre-observation form in preparation for the announced observation;
- Complete the post-observation form after the announced observation;
- Plan to gather artifacts that document teacher practice evidence. Provide the evaluator with evidence before the Mid-Year/Mid-Interval Review;
- Prepare for the Mid-Interval Review by completing the EEP mid-interval progress update;
- Meet with an evaluator for the Mid-Year/Mid-Interval Review;
- Self score SLOs, and submit final evidence and the EEP end-of-interval progress update, Prepare for the End of Cycle Summary Conference (Summary Year Only);
- Meet with an evaluator for the End of Cycle Summary Conference; meet with a peer for the End of Cycle Conference
- Use Summary results to inform performance goals and professional development planning for the following year; and
- Sign-off on final scores.

### **Evaluator Responsibilities**

The evaluator should serve as an instructional coach. This role requires objectively evaluating the current professional practice of the teacher and providing constructive feedback to inform professional growth. An evaluator **MUST** hold an active administrator license, as required within PI 34. Teacher evaluators will:

- Via the Teachscape system, complete the evaluator training and become certified as an evaluator in the process for the evaluation of teacher professional practice.
- Schedule and facilitate the orientation for teachers in a Summary Year, discuss evaluation policy and procedures, and provide necessary forms to those in a Summary Year.\*
- Prepare for and schedule the Planning Session.

- Facilitate the Planning Session using the teacher's Self-Review and EEP.
- Complete a minimum of one announced observation of 45 minutes or two announced, 20-minute observations. Document observation evidence aligned with the *Danielson Framework for Teaching* components.
- Complete a minimum of one pre-observation conference and one post-observation conference with the teacher.
- Complete three-to-five unannounced informal mini-observations of about 15-20 minutes and document observation evidence. At least 2 must take place during the Summary year.\*
- Provide written or verbal formative feedback within one week of the observations.
- Monitor the teacher's data collection throughout the year.\*
- Prepare for and schedule the Mid-Year/Mid-Interval Review.
- Facilitate the Mid-Year/Mid-Interval Review using the EEP mid-interval progress update completed by the teacher.
- Assign, document, and share the professional practice scores and the SLO holistic score prior to the End of Cycle Summary Conference.
- Schedule the End of Cycle Summary Conference.\*
- Facilitate the End of Cycle Summary Conference.
- Submit holistic SLO score and professional practice scores in accordance with local HR processes and policies.
- Share and provide documentation of the final holistic SLO score and professional practice scores with the teacher.

*\* An Effectiveness Coach, described next, could assist with these steps.*

### **Teacher Effectiveness Coach Role**

The EE Design Team recommended the EE System include a mentor role to support ongoing formative feedback and help improve instructional practice. Accordingly, DPI included the Effectiveness Coach, an optional role, as part of the EE System. Districts may choose to designate an Effectiveness Coach to assist with formative and/or summative feedback.

DPI intentionally has not defined specific responsibilities for this optional role in order to allow districts to determine roles best suited for their particular contexts. Educators holding a variety of positions have served as Effectiveness Coaches, including district curriculum directors, associate principals, CESA personnel, literacy and other content specialists, classroom teachers, and building

administrators. Districts have utilized Effectiveness Coaches for instructional coaching to data support to the local coordination of the EE System. DPI has created [Coaching Conversations to Support Educator Effectiveness online trainings](#) to support those individuals whose role is coaching educators in the EE process.

Possible Roles for Effectiveness Coach include:

- Support the evaluation of professional practice:
  - Guide teachers through the evaluation processes;
  - Help develop PPGs;
  - Help define instructional strategies used to achieve goals;
  - Observe teacher practice and provide formative feedback (an Effectiveness Coach can contribute to a teacher's practice and/or outcomes summary IF district principals agree AND the effectiveness coach holds a current, active administrative license);
  - Observe teacher practice to collect evidence and align it to *Danielson Framework for Teaching* components (IF the Coach has passed Teachscape Focus certification);
  - Engage in discussions of practice; and
  - Guide teachers to professional development opportunities and other resources.
- Support the SLO component:
  - Help teachers access and interpret data;
  - Support teachers in writing and refining SLOs; and
  - Provide formative feedback on strategies used to achieve goals.
- Coordinate building or district implementation:
  - Participate in communication activities to raise awareness and improve understanding of the EE System;
  - Coordinate meetings, observations, documentation, and other aspects of implementing the System to keep processes on track; and
  - Serve as a resource supporting principal or teacher understanding of policies and processes of the System.
- Facilitate EE Data:
  - Keep educators informed on aspects of student achievement data, including the nature and timing of data available, how to interpret and use data, the release schedules for types of data, etc.

*Effectiveness Coaches are not required but are highly recommended supports for implementing the EE System. Effectiveness Coaches can support and mentor principals and teachers in both Summary and Supporting years.*

Throughout this manual, specific examples are provided regarding how Effectiveness Coaches can support the teacher evaluation process.

## 2.2 Overview of the *Framework for Teaching*

Within the EE System, evaluators will use Charlotte Danielson's 2013 *Framework for Teaching*, a research-based model designed to assess and support effective instructional practices.

The *Framework for Teaching* is organized into four domains and 22 components (see *Figure 4*). While evaluators can typically only observe Domains 2 and 3 during classroom lessons, teachers and evaluators need to collect multiple evidence sources for all components across all four domains. The *Framework for Teaching* provides complete descriptions of the domains and components, as well as indicators and descriptions of performance levels, and can be downloaded at <http://danielsongroup.org/books-materials>. The following sections briefly describe the four domains.

*Teachers receive comprehensive training within Teachscape, and should take advantage of trainings offered regionally by their CESA or district, to fully understand the Framework for Teaching, as well as identify observable differences in various levels of performance within and across the domains. Teachers and principals are encouraged to participate in Framework for Teaching trainings in a collaborative fashion. This is a prime opportunity to foster mutual understanding and to build trust.*

### Domain 1: Planning and Preparation

Domain 1 defines how a teacher organizes the content that the students are to learn (i.e. how a teacher designs instruction). All elements of the instructional design—learning activities, materials, assessments, and strategies—should be appropriate to both the content and the learners. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

### Domain 2: The Classroom Environment

This domain speaks to the non-instructional interactions that occur in the classroom. Activities and tasks that establish a respectful classroom environment and a culture for learning are part of this domain. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

### Domain 3: Instruction

Domain 3 encompasses the instructional strategies used to engage students in the content. These components represent distinct elements of instruction. Students

are engaged in meaningful work that is important to students as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

#### Domain 4: Professional Responsibilities

Professional Responsibilities describes the teacher’s role outside the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and to the profession as a whole. The components in Domain 4 are demonstrated through classroom records, professional development activities, and teacher interactions with colleagues, families, and the community.

**Figure 2: Framework for Teaching**

<b><i>Framework for Teaching</i></b>	
<b>Domain 1: Planning and Preparation</b> <b>1a</b> Demonstrating Knowledge of Content and Pedagogy <b>1b</b> Demonstrating Knowledge of Students <b>1c</b> Setting Instructional Outcomes <b>1d</b> Demonstrating Knowledge of Resources <b>1e</b> Designing Coherent Instruction <b>1f</b> Designing Student Assessments	<b>Domain 2: Classroom Environment</b> <b>2a</b> Creating an Environment of Respect and Rapport <b>2b</b> Establishing a Culture for Learning <b>2c</b> Managing Classroom Procedures <b>2d</b> Managing Student Behavior <b>2e</b> Organizing Physical Space
<b>Domain 4: Professional Responsibilities</b> <b>4a</b> Reflecting on Teaching <b>4b</b> Maintaining Accurate Records <b>4c</b> Communicating with Families <b>4d</b> Participating in a Professional Community <b>4e</b> Growing and Developing Professionally <b>4f</b> Showing Professionalism	<b>Domain 3: Instruction</b> <b>3a</b> Communicating With Students <b>3b</b> Using Questioning and Discussion Techniques <b>3c</b> Engaging Students in Learning <b>3d</b> Using Assessment in Instruction <b>3e</b> Demonstrating Flexibility and Responsiveness

Evaluators and teachers will collect evidence of teaching practice related to Framework components from classroom observations and artifacts such as student work samples, logs of parent communications, and conversations about practice. Appendix C lists additional sample evidence sources for each component. Evaluators and teachers will collect and share evidence of teaching practice related to the components of the *Framework for Teaching*.

The *Framework for Teaching* defines four levels of performance for each component. The levels of performance describe the qualities of a teacher’s observed **teaching practice** (not the qualities of the teacher as a person). *Figure 3* defines the levels of performance within the *Framework for Teaching*.

**Figure 3: Teacher Practice Levels of Performance**

<b>Unsatisfactory (Level 1)</b>	<b>Basic (Level 2)</b>	<b>Proficient (Level 3)</b>	<b>Distinguished (Level 4)</b>
Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.	Refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level, or subject).	Refers to successful, professional practice. The teacher consistently teaches at a proficient level. It would be expected that most experienced teachers would frequently perform at this level.	Refers to professional teaching that involves students in innovative learning processes and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Teachers typically demonstrate varying degrees of proficiency across the components. **This variation is expected.** While teachers likely expect perfection, no one teacher can perform at the highest levels at all times. New teachers may perform at the *Basic* level some of the time while working toward proficiency. Experienced teachers should be practicing at the *Proficient* level for most components most of the time. Teachers may be at the *Distinguished* level on some components, while demonstrating *Proficient* practice in other areas.

*Teachscape Learn can provide teachers with an understanding of the Framework for Teaching, but also provide an extensive video library illustrating the various levels of practice within and across components (e.g., the difference between a “Level 3,” “high 3,” and “low 3”).*

Figure 4 includes an example of the scoring rubric with descriptions of performance levels pertaining to component 1a: *Knowledge of Content and Pedagogy*, which falls under the Planning and Preparation domain.

**Figure 4: (Component 1a.) Knowledge of Content and Pedagogy**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Distinguished (Level 4)
<ul style="list-style-type: none"> <li>• In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>• Teacher's plans and practice show little understanding of prerequisite relationships important to student's learning of the content.</li> <li>• Teacher shows little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>• Teacher's plans and practice indicate some knowledge of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>• Teacher's plans and practice reveal a limited range of pedagogical approaches to the discipline or to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays solid knowledge of the important concepts of the discipline and the way they relate to one another.</li> <li>• Teacher's plans and practice reflect accurate knowledge of prerequisite relationships among topics and concepts.</li> <li>• Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of the important concepts of the discipline and the ways they relate both to one another and to other disciplines.</li> <li>• Teacher's plans and practice reflect knowledge of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> <li>• Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline, anticipating student misconceptions.</li> </ul>

## 2.3 Overview of the Educator Effectiveness Plan: Student Learning Objectives and Professional Practice Goals

Each teacher will develop an EEP each year in the Effectiveness Cycle. The purpose is to focus the teacher on desired student outcome goals and then align instructional practice to achieve these goals. EEPs consist of an SLO and PPG. Section III will detail the development of the EEP, including the SLO and the PPG. This section also explains observations and other evidence collection, the scoring process of SLOs and scoring the components of professional practice through the year-long evaluation process.

### Student Learning Objectives

SLOs are rigorous, achievable goals developed collaboratively by teachers and their peers or evaluators (Supporting or Summary Year, respectively) based on identified student learning needs across a specified period of time (typically an academic year). Teachers will develop one SLO annually, for a minimum of one to three SLOs available as evidence towards their final, holistic SLO score in their Summary Year, depending on how many years are in their Effectiveness Cycle. Additional information related to SLOs can be found on the [EE website](#).

### Professional Practice Goal

A PPG is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. *This goal is not scored*, but serves to align an educator's SLO to his or her professional practice.



# Steps in the Teacher Evaluation Process

# 4

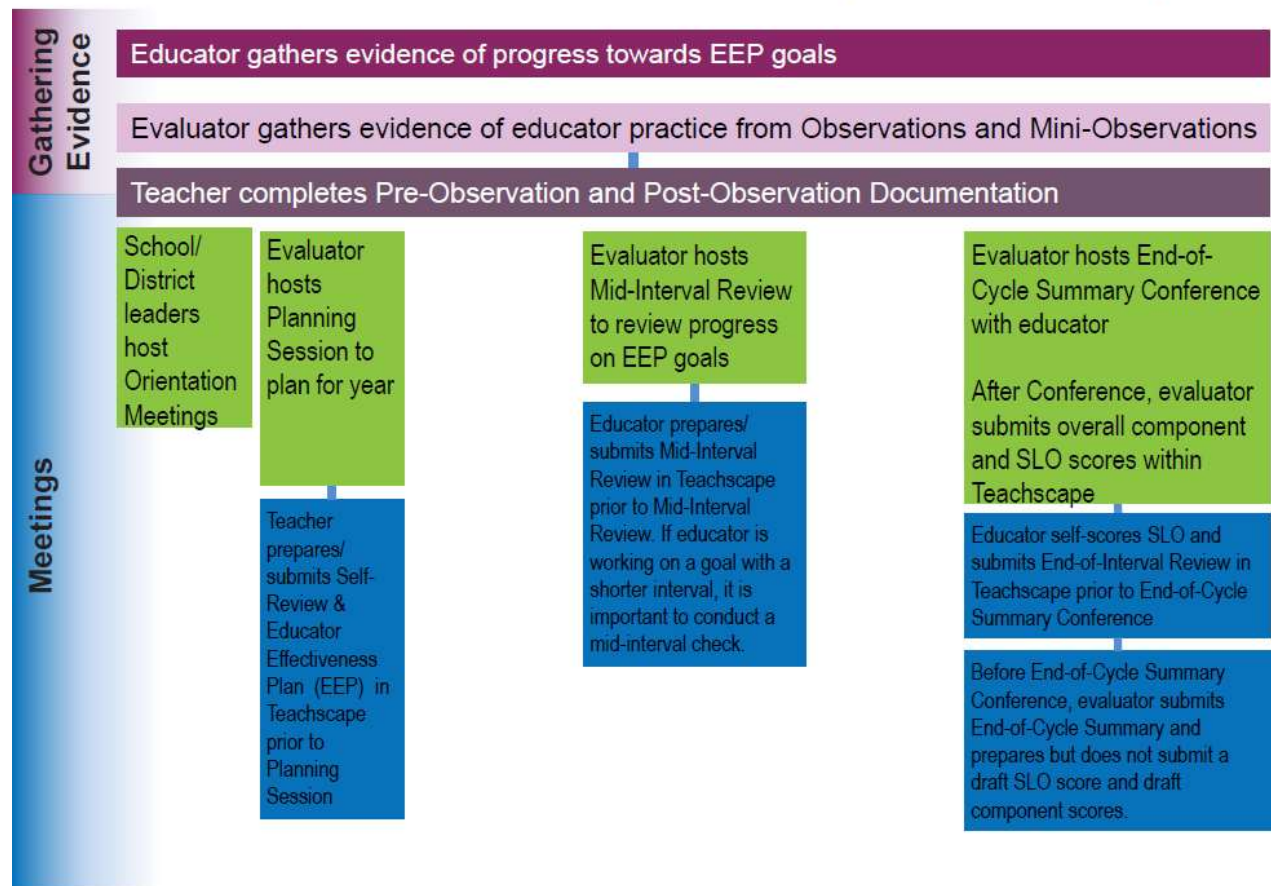
This section describes the teacher evaluation process, including the evaluation of teacher practice and the SLO, which will occur over the course of a school year.

Figure 9 provides an illustration of the main steps teachers take as they go through the Summary Year evaluation process. These sequential steps include:

- Step 1—Teacher Evaluation System Orientation
- Step 2—Development of the EEP
- Step 3—Planning Session
- Step 4—Observations, Evidence Collection, and Ongoing Feedback
- Step 5—Mid-Year/Mid-Interval Review
- Step 6—Final Teacher Scoring
- Step 7—End of Cycle Summary Conference
- Step 8—Use of Evaluation Results to Inform Future Goals

Figure 5: Summary Year Evaluation Timeline

## Overview of the Educator Effectiveness System: Summary Year



\*Supporting Year Evaluation Timeline is included in Appendix A.

*Both teachers and evaluators should complete and share all EE activities, forms, and artifacts.*

### **3.1 Beginning of the School Year: Orientation and Goal Setting**

#### **Step 1: Teacher Evaluation System Orientation**

During the first year of implementation and annually for new teachers (new to the district and/or new to the profession), principals will facilitate a teacher orientation. This orientation familiarizes teachers with how the EE System will work in their particular school. This orientation should take place in August or September and include the following information:

##### **1. Teacher Evaluation System Overview**

- a. Provide teachers with an overview of the teacher evaluation process, key components, timelines, and deadlines.
- b. Discuss the *Framework for Teaching*, number of observations, and mini-observations.
- c. Encourage teachers to explore resources.
- d. Discuss the development of the EEP, which includes one SLO and one PPG.
- e. Discuss how teachers will access and document.
- f. Discuss any questions or concerns.

##### **2. Effectiveness Coach Role**

- a. Identify district/school personnel in this role.
- b. Describe how this role will support the teacher, evaluator, and evaluation processes.
- c. Provide contact information.

##### **3. Effectiveness Cycle Scheduling**

- a. Describe the process for scheduling Planning Sessions, observations, Mid-Year/Mid-Interval Reviews and End of Cycle Summary Conferences.
- b. Begin identifying dates on calendars.

#### **Step 2: Development of the Educator Effectiveness Plan**

In both Summary and Supporting Years, the teacher evaluation system requires teachers to create student growth and educator practice goals. It is highly likely that these processes already occur at the school level. If so, the EE system will not create new processes or duplicate existing processes, but should simply integrate these steps within the context of the EE teacher evaluation process. Teachers should develop their EEP in August, September, or October.

### *Educator Effectiveness Plan (EEP)*

EEPs consist of an SLO and PPG, and the instructional strategies and support needed to meet these goals. The detailed steps for developing the SLO and PPG goal statements are outlined below. EEPs are documented in forms.

#### *Steps of SLO Goal Setting*

**Review student data.** To establish a focus for improving student outcomes and the SLO, teachers must first review student data to identify an area or areas of academic need. During this process, teachers should identify a target student population on which to focus their SLO. Teachers will document baseline data, or the current level of mastery for the targeted learning area, at the beginning of the year using an appropriate assessment (either a formal pre-test measure or other appropriate indicator).

**Identify content and grade level.** Based on the student data review, teachers will identify and choose the appropriate learning content and grade level for the SLO. Content should be relevant to the teacher's grade level and subject area. It should encompass broad curriculum and/ or program standards from which student growth can occur over the course of time a student is with the teacher.

**Identify student population.** Teachers will identify the target student population and how the data analysis supports the identified student population. For teachers with multiple sections of the same course, a target student population may be dispersed throughout all sections.

**Identify targeted growth.** Next, teachers must establish their SLO growth goal. Drawing upon baseline assessment data, teachers will first determine whether to develop a differentiated or tiered goal due to varying student needs across the population, or a single goal focused on a sub-population of students. While teachers might develop non-differentiated goals in situations where the population starts with very similar levels of prior knowledge or baseline data, DPI anticipates that differentiated growth targets will become the norm as teachers accumulate sufficient data from the implementation of multiple new statewide initiatives (e.g., statewide accountability and report cards, Smarter Balanced assessments, EE data, etc.).

**Identify SLO interval.** Then, the teacher must identify the SLO interval. SLO intervals typically extend across an entire school year, but shorter intervals are possible (e.g., semester for secondary school academic outcomes). The SLO interval should encompass the duration of time the student population is with the teacher.

**Identify evidence sources to measure student progress.** Teachers next identify the appropriate, high-quality assessment tool or evidence source(s) to determine progress toward set goals. Such sources might include district-developed common assessments and portfolios or projects of student work (when accompanied by a rigorous scoring rubric and baseline data providing a comparison of progress across the year).

*Professional practice and SLO goals represent different portions of the EE System—practice and outcomes, respectively. The PPG is leader focused and aims to improve leadership practice, whereas SLO goals are student focused and are based on improved student performance.*

*DPI created an SLO Toolkit that provides professional development resources. It includes development, monitoring, and scoring of high quality SLO goals. DPI has also created an SLO Repository of sample SLOs.*

When selecting evidence sources, teachers must remember that the EE System intentionally draws upon multiple measures. Teachers should review and utilize assessments used by the district, school, or teacher-teams, as well as standardized, summative assessments in the creation of the SLO and as evidence. Guidance on the components of a high-quality local assessment can be found in Appendix E, SLO Assessment Guidance.

**Write the SLO.** Teachers will record their SLO goal statement. SLO goal statements should meet SMART goal criteria: Specific, Measureable, Attainable, Results-based, and Time-bound. For more information, see the SLO resources on the [EE website](#).

**Determine instructional strategies and supports.** Once the teacher determines the SLO goal statement, the teacher identifies and documents the instructional strategies and supports necessary to meet the goal(s). These might include collaborative efforts between the teacher and teams of educators, coaches, or the Curriculum and Instruction Director. These goals should align with teacher practice goals developed as part of the professional practice goal-setting process (described in the next section).

The steps involved in preparing an SLO should adhere to the guiding questions and criteria specified in the [SLO and Outcome Summary Process and Scoring Guide](#), located in Appendix F. Teachers can use the Guide to support each step in the SLO development process.

#### *Self-Review of Professional Practice*

In the beginning of the Summary Year, each teacher will complete the Self-Review to reflect on his or her practice, to help inform the development of the PPG, and to prepare for evidence collection and meetings with the evaluator. The Self-Review focuses on the domains and components of the Framework for Teaching and helps the educator prepare for the Summary year. It is optional in Supporting Years.

#### *PPG Goal Setting*

After developing an SLO and reviewing his or her Self-Review, the teacher will develop one PPG that, when aligned to the SLO, will increase the likelihood of success of their SLO. Teachers will document the PPG and reference the relevant SLO, if applicable, and the related *Framework for Teaching* components. However, teachers may write a PPG that involves practices they want to improve that are not necessarily related to the SLO. For this reason, DPI recommends but does not require that the PPG supports the SLO.

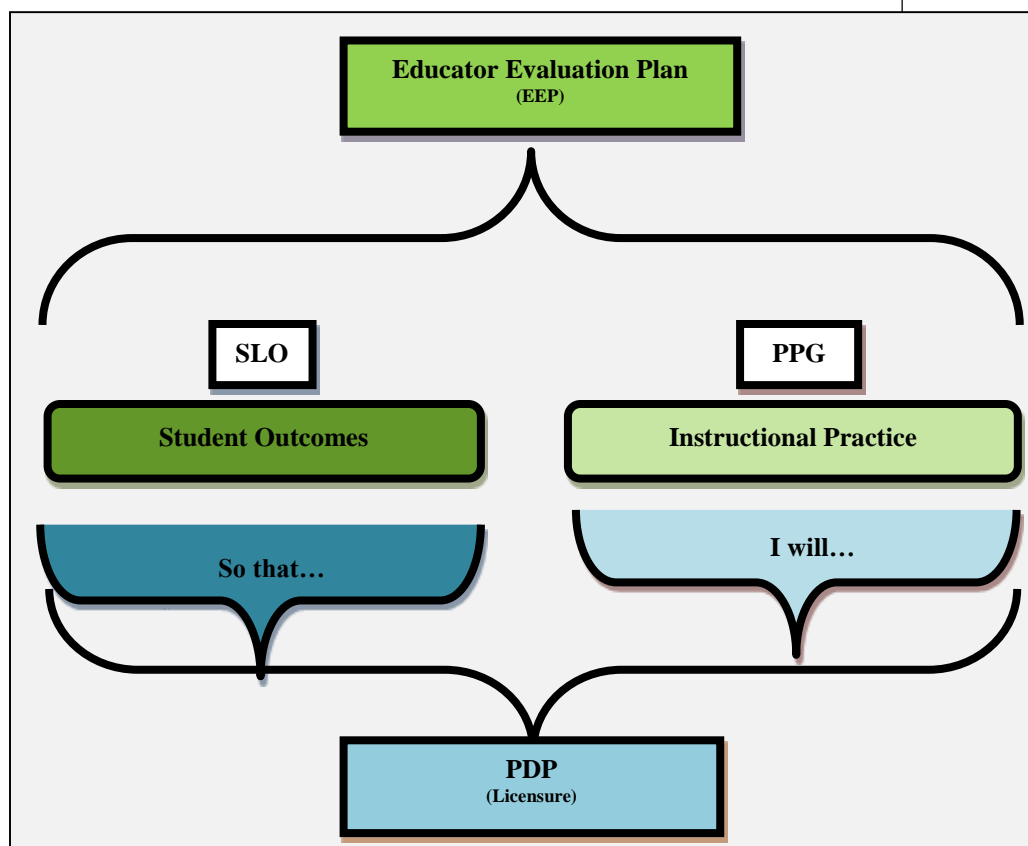
SMART goals should guide the development of the professional practice goal. See Appendix D for guidance on setting SMART goals.

Developing a PPG will help teachers focus their professional growth and evaluators focus activities for the year. However, evaluators will still assess all of the components from the *Framework for Teaching* rubric to provide the teacher a comprehensive picture of teacher practice.

### Submit Planning Forms to Evaluator

Completed EEPs are submitted to the evaluator prior to the Planning Session. In a Summary Year, the teacher will also submit the Self-Review. This submission should occur no later than the second week of October. Evaluators should review the EEP and use the [SLO and Outcome Summary Process and Scoring Guide](#) to review the SLO (Appendix F) prior to the Planning Session to support collaborative, formative discussions during the Session.

**Figure 6: Improving Professional Practice—Goal Alignment**



### **Goal Alignment: PDP and Educator Effectiveness Goals**

*In Summary Years, teachers will self-reflect on their practice using the Framework for Teaching. By connecting the instructional strategies identified in their SLO goal to the Framework for Teaching, teachers can consider next steps needed to strengthen practice in those areas. Teachers will draw upon this analysis to inform the development of their PPG.*

*Professional Development Plan (PDP) goals reflect two of ten Wisconsin educator standards and educators must develop broad goals so that the educator can continue to work within the goals in the event that educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (I will....) and student outcomes (so that my students...).*

*While Licensure and Evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the EE System. PDP goals should be broad and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to their evaluation. Educators should not use the same goals for practice and outcomes. However, it is likely that one can inform the other (see Figure 6).*

### Step 3: Planning Session

During the fall of a Summary Year, typically in September or October, a teacher will meet with their evaluator in a Planning Session. During this session, the teacher and evaluator will collaborate to complete the following activities:

- Review the Self Review and EEP.
  1. Review the teacher's draft SLO and PPG.
  2. Discuss and adjust the goals if necessary. Finalize goals based on teacher and evaluator input.
    - To aid in reviewing high quality goals, DPI has provided an [SLO and Outcome Summary Process and Scoring Guide](#). This document is located in Appendix F.
- Identify actions and resources needed to meet the PPG and the SLO goal.
- Identify possible evidence sources related to the PPG and the SLO goal.
- Set the evaluation schedule; including scheduled observations, meetings, and methods of collecting other sources of evidence.

## 3.2 Across the School Year: Observations, Evidence, and Formative Feedback

### Step 4: Observations, Evidence Collection, and Ongoing Feedback

From October through May, teachers and their evaluator collect evidence of progress toward meeting the PPG, SLO, and all professional practice components aligned to the *Framework for Teaching*. Evaluators should provide ongoing formative feedback to Summary year teachers through at least one pre- and post-observation conference, informal discussions, the Mid-Year Review, and the End of Cycle Summary Conference.

*Teachers should be provided with formative feedback through ongoing collaborative conversations with the principal, and be supported by the effectiveness coaches or district content coaches.*

#### Observations

In a Summary Year, evaluators of teachers must conduct a minimum of one announced 45-minute observation (or two 20-minute announced observations), and 3-5 unannounced mini-observations of at least 15 minutes (with at least two of the mini-observations during the Summary Year). *Figure 7* documents the minimum observation requirements.

**Figure 7: Minimum Number of Observations in EE Cycle**

Frequency	Duration
1 announced observation	45 minutes or (2) 20-minute observations
3-5 unannounced mini-observations	Each at least 15 minutes

*Pre-Observation*

For the announced observation, teachers will complete the pre-and-post observation documentation to help focus the discussions and formative feedback. Teachers complete the pre-observation in advance of the pre-observation conference. The conference allows the teacher to identify the context of the classroom, the specifics of the lesson's focus, and its intended outcomes.

*Post-Observation*

Post-observations should take place within one week of the observation. The post-observation helps guide reflection and frame the evaluator's feedback from the observed lesson. Both the teacher and evaluator can use the questions to identify areas of strength and suggestions for improvement. The post-observation conference can focus on classroom teaching artifacts (lesson plans, student work samples, etc.) that are related to the classroom observation. Both the pre-and post-observation conferences can also address progress on meeting the SLO and PPG.

*Other Evidence Collection*

In addition to information collected through observations, evaluators and teachers collect evidence of teacher practice throughout the school year. These other sources of evidence may include lesson plans, examples of student work, or other artifacts as determined during the Planning Session. A list of possible artifacts linked to the domains and components of the Framework is provided in Appendix C.

Evaluators and teachers may collect and upload evidence in Summary and Supporting Years. Evaluators document and organize evidence from observations and artifacts. Once an evaluator obtains adequate information to assess each component of the *Framework for Teaching*, the evaluator uses all collected evidence to score a teacher's practice, using the rubric to identify appropriate levels of performance, which best match the evidence of practice for each component. This will likely occur during the second half of the Summary Year.

In addition to evidence of teacher practice, teachers will collect data at the specified intervals and monitor the progress of their SLO during the evaluation period indicated. Based upon the data collected, the teacher adjusts instructional strategies utilized to ensure that all students meet classroom and school expectations, and determine if the SLO target population is progressing toward the stated objective(s). Appendix E includes guidance around SLO evidence (assessment) sources.

### **Step 5: Mid-Year Review**

In December or January (or sooner if the SLO interval is less than a year), teachers will meet with their evaluator or peer (Summary and Supporting Years, respectively) for a formative review of the teacher's progress toward meeting his or her PPG and SLO. Teachers will document their SLO and PPG progress within Teachscape prior to the Mid-Year.

At the Mid-Year Review, teachers and evaluators provide documentation regarding the status of goals, evidence of progress, and any barriers to success. Evaluators may discuss whether the teacher might adjust targeted outcomes specified in the original SLO if the original target is clearly either too low (e.g., most, if not all, students will meet the goal easily) or too high (e.g., many or all students will not meet the goal, even if they are learning at an exceptional rate and the teacher's strategies are working as intended). Evaluators may also discuss adjustment to teacher instructional strategies to better meet their SLO and PPG. The [SLO and Outcome Summary Process and Scoring Guide](#) (Appendix F) can be used again in the mid-year review to assist with ongoing formative feedback.

## **3.3 Spring: Final Scoring Process**

### **Step 6: Final Teacher Scores**

Near the end of the Summary year, the teacher will submit final evidence to his or her evaluator and the score for their self-scored SLO. The evaluator then assigns an overall holistic SLO score and scores each professional practice component. The teacher and evaluator will participate in an End of Cycle Summary Conference to discuss goals, outcomes, professional development opportunities, and next year's goals.

#### *Submit Final Evidence to Evaluator*

Each teacher submits all final evidence, including self-scores for the SLO and professional practice evidence, to their evaluator prior to the End of Cycle Summary Conference.

Near the end of the school year, teachers document progress on their SLO and PPG by completing the EEP end-of-interval progress updates. Teachers should identify specific evidence to justify stated progress. Teachers will also submit the score and its rationale for their self-scored SLO.

#### *End-of-Cycle Scoring of Practice and SLOs*

Once a teacher submits final evidence to his or her evaluator, the evaluator completes and documents final scores. The evaluator scores all components of the *Framework for Teaching* at one of the four performance levels.

Evaluators provide written feedback for the PPG and associated components. Evaluators will not assign a score to the PPG. Instead, evaluators consider evidence collected for the PPG along with other evidence to inform final practice scores.

Evaluators will review all submitted SLOs (minimum of one and maximum of six) as final evidence. The evaluator will draw upon this evidence to assign a single score of 1 to 4 using the [SLO Scoring Rubric](#) (Appendix F). The SLO scoring range (1 to 4) and revised SLO Scoring Rubric aim to incentivize improved data and assessment literacy, rigorous goal setting, progress monitoring, and self-scoring to impact teacher practice and student outcomes.

### **Step 7: End-of-Cycle Summary Conference (Summary Year)**

The End-of-Cycle Summary Conference should take place during April, May, or June. During this conference, the teacher and their evaluator meet to discuss achievement of PPG and SLO goals. Evaluators will review goal achievement and provide feedback. The evaluator will also discuss scores on the components of the *Framework for Teaching* and the overall SLO score. The teacher has the opportunity to comment on the end of cycle summary results.

Based on final scores and comments on goals, evaluators and teachers should identify growth areas for the following year.

#### *Locally Document End-of-Cycle Summary Results*

After the End-of-Cycle Summary Conference, evaluators will locally document final scores in accordance with local policies and procedures. The teacher should also have access to or receive copies of final scores and feedback for their records.

### **Step 8: Use of Evaluation Results to Inform Future Goals**

Results from the Effectiveness Cycle inform the teacher's PPG and SLO for the following year as well as professional development activities and support. Districts may also develop local procedures and policies using final score summaries, outlined in the next section.

Local districts and school boards will determine how to use data from the EE System within their own context. DPI recommends that districts consider quality implementation practices, research, district culture, AND consult with legal counsel prior to making human resource decisions. DPI also recommends that decisions support the purpose of the System, supporting educator practice to improve student outcomes.



# Resources

# 4

## Definitions of Key Terms

**Announced observation:** A formal, scheduled observation. It is preceded by a pre-observation discussion and followed by a post-observation discussion where verbal and/or written feedback is provided by the evaluator to the teacher.

**Artifacts:** Forms of evidence that support an educator's evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans, and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

**Assessment/Evidence Source:** Include common district assessments, existing standardized assessments not already included as student outcomes within the Wisconsin Educator Effectiveness System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments and/or rubrics, work samples or portfolios, and other sources approved by the evaluator.

**Attainment:** "Point in time" measure of student learning, typically expressed in terms of a proficiency category (advanced, proficient, basic, minimal).

**Baseline:** Measure of data the beginning of a specified time period, typically measured through a pre-test at the beginning of the year.

**Components:** The descriptions of the aspects of a domain. There are 22 components in the 2013 Danielson *Framework for Teaching*.

**Consecutive Years:** Each year following one another in uninterrupted succession or order.

**Domains:** The four broad areas of teaching responsibility, included in the 2013 *Framework for Teaching*: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Under each domain, 5-6 components describe the distinct aspects of a domain.

**Educator Effectiveness Plan (EEP):** An annual plan, documented in Teachscape, that lists the Student Learning Objective(s), Professional Practice goals and Professional Growth Strategies and Support, along with the activities and supports required to attain these goals.

**Educator Effectiveness (EE) System:** Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166. The System refers

to all models of educator practice—whether districts use the DPI Model, CESA 6, or other approved equivalent model.

**Effectiveness Coach:** The Effectiveness Coach is an optional, but highly recommended role in the EE System, and is intended to help support ongoing formative feedback and support to both evaluators and those being evaluated.

**Evaluation Rubric:** An evidence-based set of criteria across different domains of professional practice that guide an evaluation. Practice is rated across four scoring categories that differentiate effectiveness, with each score tied to specific “look-for’s” to support the summary. The DPI Evaluation Model uses the *Framework for Teaching* as its evaluation rubric for teacher practice.

**Evidence:** Assessment or measure used to determine progress towards an identified goal.

**Evidence Collection:** The systematic gathering of evidence that informs the summary of an educator’s practice. In the EE System, multiple forms of evidence are required to support a teacher’s evaluation and are listed in Appendix C.

**End-of-Cycle Summary Conference:** The teacher and their evaluator meet to discuss achievement of the Professional Practice and SLO goals, review collected evidence, and discuss scores on the components of the *Framework for Teaching* and the overall SLO score.

**Framework:** The combination of the evaluation rubric, evidence sources, and the process of using both to evaluate an educator.

**Goal Statement:** Specific and measurable learning objective that can be evaluated over a specific designated interval of time (e.g., quarter, semester, year).

**Indicators/Look-for’s:** Observable pieces of information for evaluators to identify or “look-for” during an observation or other evidence gathering. Indicators are listed in the Sources of Evidence (Appendix C).

**Inter-Rater Agreement:** The extent to which two or more evaluators agree in their independent scoring of an educators’ effectiveness.

**Interval:** Period of time over which student growth will be measured under a Student Learning Objective (the duration of time an educator is responsible for the academic growth of students; typically an academic year, although other intervals are possible).

**Learning Content:** Content drawn from Common Core State Standards, Wisconsin Model Academic Standards, 21<sup>st</sup> Century Skills and Career and College Readiness Standards, or district standards. The learning content targets specific academic concepts, skills, or behaviors that students should know as of a given point in time.

**Learning Strategies:** Appropriate instructional strategies intended to support student growth for the targeted population.

**Mastery:** Command or grasp of a subject; an expert skill or knowledge.

**Mid-Year Review:** A formal meeting scheduled by the evaluator at the mid-point of the SLO interval. During this meeting, the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need. In Supporting years, this is done with a peer.

**Mini-Observation:** A short (15 minute minimum) unannounced observation of a teacher's practice in the classroom.

**Observations:** One source of evidence used to assess and provide feedback on teacher performance. Observations are announced, scheduled in advance, with a pre- and post-observation conference. Observations are carried out by the educator's evaluator or a designee, who looks for evidence in one or more of the components of the *Framework for Teaching* evaluation rubric.

**Orientation:** The first step in the Educator Effectiveness evaluation process, the Orientation takes place prior to or at the beginning of the school year for new teachers who have not gone through the Effectiveness Cycle. Educators will review the use of the professional practice frameworks, the related tools and resources, timelines for implementation, and expectations for all participants in the System.

**Planning Session:** A conference in the fall during which the teacher and their evaluator or peer (Summary or Supporting year, respectively) discuss the teacher's Self-Review and Educator Effectiveness Plan, and actions needed to meet goals. An evaluation schedule and process for evidence collection is determined at this time.

**Post-observation conference:** A conference that takes place after an observation during which the evaluator provides feedback verbally and in writing to the teacher.

**Post-test:** Assessment administered to evaluate cumulative student learning at the end of a time period, as specified under an SLO. Also referred to as summative assessments

**Pre-observation conference:** A conference that takes place before an observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

**Pre-test:** Initial, or baseline, measure typically administered at the beginning of the academic year. Pre-test data can be used to establish baseline levels of student learning at the beginning of an instructional period. This can include a formal pretest, information from the prior year, work samples, or other available data.

**Professional Practice Goals:** A PPG is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice.

**Progress Monitoring:** The process during which educators review the target population's progress towards an identified goal using assessment data or other evidence sources. Progress monitoring may include the use of benchmark, or interim, assessments to measure students' progress toward meeting a goal.

**Self-Review of Performance:** Teachers will complete a self-review at the beginning of the Summary Year. This self-review will ask educators to reflect on their past performance, relevant student learning data, and prior evaluation data using the *Framework for Teaching*.

**Student Learning Objectives (SLOs):** Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop an SLO based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of the growth goals. The ultimate goal of an SLO is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.

**Targeted Growth:** Level of expected growth, or progress towards an identified goal, made by target population. Growth targets may be differentiated within a target population.

**Targeted Population:** Group(s) of students for whom an SLO applies.

# Appendices of Guidelines and Forms

# 5

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Forms can be downloaded in Microsoft Word and Google formats at  
<http://dpi.wi.gov/ee/teacher/resources/forms>



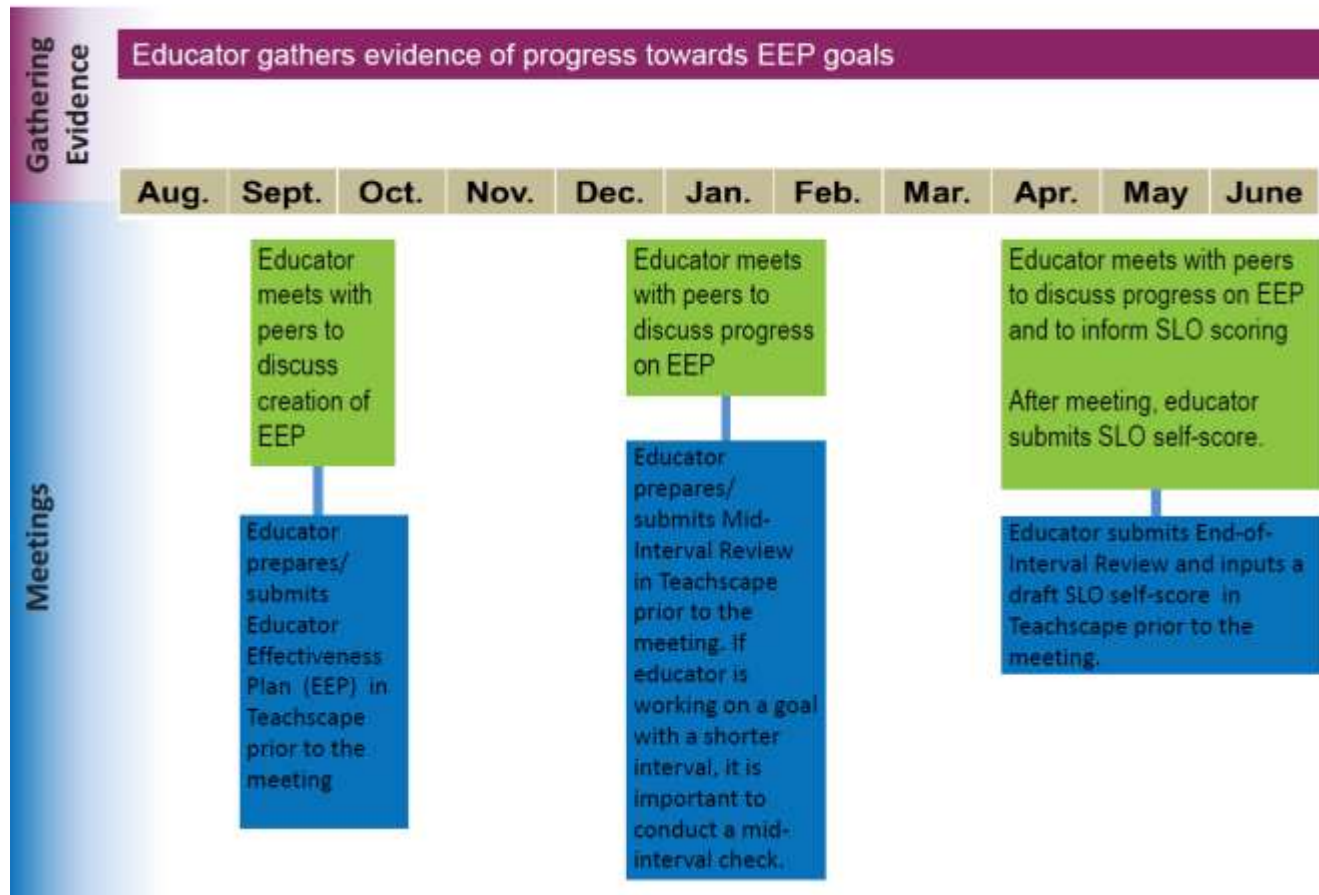


# Appendix A: Supporting Year Evaluation Timeline

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# Supporting Year Evaluation Timeline

## Overview of the Educator Effectiveness System: Supporting Year





# Appendix B: Teacher Observations, Mini-Observations, Artifacts, & Walkthroughs

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## Teacher Observations, Mini-Observations, Artifacts and Walkthroughs

	<i><b>Tool</b></i>	<i><b>Estimated Duration</b></i>	<i><b>Purpose</b></i>	<i><b>Steps</b></i>	<i><b>Evidence generated</b></i>	<i><b>Minimum Frequency</b></i>	<i><b>Other</b></i>
<b>Included in the System</b>	Announced Observation (s) (long)	45-60 minutes ( ± length of a class period)		<ul style="list-style-type: none"> <li>Pre-observation conference</li> <li>Observation (TS form)<sup>1</sup></li> <li>Post-observation conference</li> </ul>	Evaluative evidence specific to the educator that can be tagged to a component	Once (twice if shorter duration) during a Summary Year by the evaluator	May be used by peers across the Effectiveness Cycle for formative practice
	Mini-observations (short) <i>(Formerly referred to as walkthroughs)</i>	15 minutes	Observation of educator (teacher) to gather evidence of educator practice	<ul style="list-style-type: none"> <li>Observation (TS form)<sup>1</sup></li> <li>Feedback provided by evaluator within 1 week</li> </ul>	Teachers or evaluators can upload artifacts in support of the observation after the event	3-5 over the full Effectiveness Cycle, minimum of twice during a Summary Year by the evaluator	Conducted similarly to unannounced observations  May be used by peers across the Effectiveness Cycle for formative practice  Districts may use district-created observation tools <sup>2</sup>
	Artifacts	None	Submitting evidence of practice or outcomes	<ul style="list-style-type: none"> <li>Upload document(s)</li> </ul>	Evidence within artifact tagged by teacher to a specific component or SLO	As often as necessary	Focus on “high-leverage” artifacts that generate evidence for multiple components  Can be teacher or evaluator driven
<b>Not Required</b>	Walkthroughs	5-10 minutes	Observing a specific idea, theme, trend, initiative, or topic across multiple classrooms or contexts (usually building-wide at this level)	<ul style="list-style-type: none"> <li>Observation (TS walkthrough tool or district created tool)</li> </ul>	Fidelity information or other broad view of theme, trend, or topic.  <b>Not intended to be used primarily</b> for evidence collection on specific educator practices	As often as the building administrator or other administrator feels is necessary	Districts may use their own walkthrough tools  Not required by the WIEE System

<sup>1</sup> – Evaluators may script observation notes using another tool or format and transfer them into Teachscape prior to tagging evidence from observations within Teachscape.

<sup>2</sup> – District-created mini-observation tools must be developed in such a way as to capture and document observable evidence of specific teacher practices.



## Appendix C: Teacher Sources of Evidence

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## Teacher Evidence Sources

Domain 1: Planning and Preparation			
Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>1a: Demonstrating knowledge of content and pedagogy</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> <li>• Teacher/student conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting to the students in front of you</li> <li>• Scaffolding based on student response</li> <li>• Teachers using vocabulary of the discipline</li> <li>• Lesson and unit plans reflect important concepts in the discipline and knowledge of academic standards</li> <li>• Lesson and unit plans reflect tasks authentic to the content area</li> <li>• Lesson and unit plans accommodate prerequisite relationships among concepts and skills</li> <li>• Lesson and unit plans reflect knowledge of academic standards</li> <li>• Classroom explanations are clear and accurate</li> <li>• Accurate answers to students’ questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions Documentation of conversation (e.g., notes, written reflection.)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>1b: Demonstrating knowledge of students</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> <li>• Student / parent perceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts that show differentiation and cultural responsiveness</li> <li>• Artifacts of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.)</li> <li>• Differentiated expectations based on assessment data/aligned with IEPs</li> <li>• Formal and informal information about students gathered by the teacher for use in planning instruction</li> <li>• Student interests and needs learned by the teacher for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share their heritages</li> <li>• Database of students with special needs</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Student / Parent surveys</li> </ul>
<b>1c: Setting instructional outcomes</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Same learning target, differentiated pathways</li> <li>• Students can articulate the learning target when asked</li> <li>• Targets reflect clear expectations that are aligned to grade-level standards</li> <li>• Checks on student learning and adjustments to future instruction</li> <li>• Use of formative practices and assessments such as entry/exit slips, conferring logs, and/or writer’s notebooks</li> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Outcomes permitting assessment of student attainment</li> <li>• Outcomes differentiated for students of varied ability</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>1d: Demonstrating knowledge of resources</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of prior training</li> <li>• Evidence of collaboration with colleagues</li> <li>• Evidence of teacher seeking out resources (online or other people)</li> <li>• District-provided instructional, assessment, and other materials used as appropriate</li> <li>• Materials provided by professional organizations</li> <li>• A range of texts</li> <li>• Internet resources</li> <li>• Community resources</li> <li>• Ongoing participation by the teacher in professional education courses or professional groups</li> <li>• Guest speakers</li> <li>• Resources are culturally responsive</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation lesson plan</li> </ul>
<b>1e: Designing coherent instruction</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> <li>• Pre-observation form</li> <li>• Learning targets</li> <li>• Formative assessments, such as entry slips/exit slips</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping of students</li> <li>• Variety of activities</li> <li>• Variety of instructional strategies</li> <li>• Same learning target, differentiated pathways</li> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• Use of varied resources - Thoughtfully planned learning groups</li> <li>• Structured lesson plans</li> <li>• Creation/curation/selection of materials</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Pre observation form</li> <li>• Learning targets</li> <li>• Entry / exit slips or other formative assessments</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>1f: Designing student assessment</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Observation</li> <li>• Formative and summative assessments and tools</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</li> <li>• Students have weighed in on the rubric or assessment design</li> <li>• Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>• Assessment types suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments and tools (i.e. rubrics, scoring guides, checklists)</li> <li>• Student developed assessments</li> </ul>

Domain 2: The Classroom Environment			
Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>2a: Creating an environment of respect and rapport</b>	<ul style="list-style-type: none"> <li>• Evaluator / teacher conversations</li> <li>• Observations</li> <li>• Video</li> <li>• Illustrations of response to student work</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Response to student work: Positive reinforcement, respectful feedback, displaying or using student work</li> <li>• Respectful talk, active listening and turn taking</li> <li>• Acknowledgement of students’ backgrounds and lives outside the classroom</li> <li>• Body language indicative of warmth and caring shown by teacher and students</li> <li>• Physical proximity</li> <li>• Politeness and encouragement</li> <li>• Fairness</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> <li>• Use questions on observation forms (especially describing students in class)</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer takes notes during pre- and post- observation conferences</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Response to student work</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>2b: Establishing a culture for learning</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Student assignments</li> <li>• Lesson plan</li> <li>• Video/photos</li> </ul>	<ul style="list-style-type: none"> <li>• Belief in the value of what is being learned</li> <li>• High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>• Expectation of high-quality student work</li> <li>• Expectation and recognition of effort and persistence on the part of students</li> <li>• Confidence in students’ ability evident in teacher’s and students’ language and behaviors</li> <li>• Expectation for all students to participate</li> <li>• Use of variety of modalities</li> <li>• Student assignments demonstrate rigor, include rubrics, teacher feedback, student work samples</li> <li>• Use of technology: appropriate use</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer takes notes during pre- and post- observation conferences</li> <li>• Observer interacts with student about what they are learning</li> </ul> <p><b>Student Assignments</b></p> <ul style="list-style-type: none"> <li>• Teacher provides examples of student work</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Video / Photo</li> </ul>
<b>2c: Managing classroom procedures</b>	<ul style="list-style-type: none"> <li>• • Observations</li> <li>• • Syllabus</li> <li>• • Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students knowing what to do, where to move</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer takes notes on what is happening at what time, tracking student engagement / time on task, classroom artifacts on procedures</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Communications to Students / Parents</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>2d: Managing student behavior</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Disciplinary records/plans (content)</li> <li>• Student / parent feedback</li> <li>• Parent communications</li> </ul>	<ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> <li>• Fairness</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> <li>• Culturally responsive practices</li> <li>• Time on task</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer may tally positive reinforcement vs. punitive disciplinary action</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Disciplinary records/plans (content)</li> <li>• Student / Parent Feedback</li> <li>• Parent Communications</li> </ul>
<b>2e: Organizing physical space</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Video/Photos</li> <li>• Online course structure</li> </ul>	<ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> <li>• Availability of relevant tools, such as mathematical manipulatives or a range of texts</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer records classroom physical features on standard form or makes a physical map</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Photos, Videos</li> <li>• Online course structure</li> </ul>

Domain 3: Instruction			
Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>3a: Communicating with students</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Assessed student work</li> <li>• Communications with students</li> <li>• Handouts with instructions</li> <li>• Formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of lesson purpose</li> <li>• Clear directions and procedures specific to the lesson activities</li> <li>• Teacher uses precise language of the discipline when communicating with students</li> <li>• Absence of content errors and clear explanations of concepts and strategies</li> <li>• Student comprehension of content</li> <li>• Communications are culturally responsive</li> <li>• Assessed student work - specific feedback</li> <li>• Use of electronic communication: Emails, Wiki, Web pages</li> <li>• Formative assessments such as conferring logs, writer’s notebooks, exit / entry slips and/or reader’s response journals.</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic).</li> <li>• Dialogue with students and accurate / precise dialogue</li> <li>• Observer collects examples of written communications (emails / notes)</li> </ul> <p><b>Assessed Student Work</b></p> <ul style="list-style-type: none"> <li>• Teacher provides samples of student work &amp; written analysis after each observation or end of semester</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Electronic Communication</li> <li>• Handouts with instructions</li> <li>• Formative Assessments</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>3b: Using questioning and discussion techniques</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plan</li> <li>• Videos</li> <li>• Student work</li> <li>• Discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>• Questions of high cognitive challenge formulated by students and teacher</li> <li>• Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion, with the teacher stepping out of the central, mediating role</li> <li>• High levels of student participation in discussion</li> <li>• Student Work: Write/Pair/Share, student generated discussion questions, online discussion</li> <li>• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates</li> <li>• Use of citations of textual evidence</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Videos</li> <li>• Student work</li> <li>• Discussion forums</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Videos</li> <li>• Student work</li> <li>• Discussion forums</li> </ul>
<b>3c: Engaging students in learning</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Student work</li> <li>• Use of technology/ instructional resources</li> </ul>	<ul style="list-style-type: none"> <li>• Activities aligned with the goals of the lesson</li> <li>• Activities layered to provide multiple entry points for students</li> <li>• Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>• Learning tasks that are authentic to content area; that require high-level student thinking and invite students to explain their thinking; that are culturally responsive</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>• Students actively “working,” rather than watching while their teacher “works”</li> <li>• Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection</li> <li>• Student – student conversation</li> <li>• Student directed or led activities / content</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Observer tracks student participation, time on task, examines student work, and teacher / student interactions</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Student work</li> <li>• Use of technology/instructional resources</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>3d: Using assessment in instruction</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Formative / summative assessment tools</li> <li>• Lesson plans</li> <li>• Conversations w / evaluator</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pays close attention to evidence of student understanding</li> <li>• Teacher poses specifically created questions to elicit evidence of student understanding</li> <li>• Assessments are authentic to content area</li> <li>• Assessments are culturally responsive</li> <li>• Teacher circulates to monitor student learning and to offer feedback</li> <li>• Students assess their own work against established criteria</li> <li>• Assessment tools: use of rubrics</li> <li>• Differentiated assessments – all students can demonstrate their learning</li> <li>• Formative / Summative assessment tools: frequency, descriptive feedback to students</li> <li>• Lesson plans adjusted based on assessment</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> </ul> <p><b>Formative / Summative Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Teacher provides formative and summative assessment tools or data</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Conversations with evaluator</li> </ul>
<b>3e: Demonstrating flexibility and responsiveness</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Use of supplemental instructional resources</li> <li>• Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporation of students’ interests and daily events into a lesson</li> <li>• Teacher adjusts instruction in response to evidence of student understanding (or lack of it)</li> <li>• Teacher seizing on a teachable moment</li> <li>• Lesson Plans: Use of formative assessment, use of multiple instructional strategies</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>• Takes notes on teacher taking advantage of teachable moments</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Use of supplemental instructional resources</li> <li>• Student Feedback</li> </ul>

Domain 4: Professional Responsibilities			
Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>4a: Reflecting on Teaching</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Observations</li> <li>• Teacher PD goals/plan</li> <li>• Student / parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Revisions to lesson plans</li> <li>• Notes to self, journaling</li> <li>• Listening for analysis of what went well and didn’t go well</li> <li>• Specific examples of reflection from the lesson</li> <li>• Ability to articulate strengths and areas for development</li> <li>• Capture student voice (survey, conversation w/ students)</li> <li>• Varied data sources (observation data, parent feedback, evaluator feedback, peer feedback, student work, assessment results)</li> <li>• Accurate reflections on a lesson</li> <li>• Citation of adjustments to practice that draw on a repertoire of strategies</li> </ul>	<p><b>Evaluator/Teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection.)</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Grade book</li> <li>• PD plan</li> <li>• Student / parent survey</li> <li>• Observations</li> </ul>
<b>4b: Maintaining Accurate Records</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Lesson/unit plan</li> <li>• Grade book</li> <li>• Artifact – teacher choice</li> <li>• Systems for data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Information about individual needs of students (IEPs, etc.)</li> <li>• Logs of phone calls/parent contacts, emails</li> <li>• Student’s own data files (dot charts, learning progress, graphs of progress, portfolios)</li> <li>• Routines and systems that track student completing of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes</li> <li>• Process of maintaining accurate non-instructional needs</li> </ul>	<p>Evaluator/Teacher conversations:</p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p>Optional</p> <ul style="list-style-type: none"> <li>• Grade book</li> <li>• PD plan</li> <li>• Progress reports</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>4c: Communicating with families</b>	<ul style="list-style-type: none"> <li>● <b>Logs of phone calls/parent contacts/emails</b></li> <li>● Observation during parent teacher meeting or conference</li> </ul>	<ul style="list-style-type: none"> <li>● Interaction with PTA or parent groups or parent volunteers</li> <li>● Daily assignment notebooks requiring parents to sign off on assignments</li> <li>● Proactive or creative planning for parent-teacher conferences (including students in the process)</li> <li>● Frequent and culturally appropriate information sent home regarding the instructional program and student progress</li> <li>● Two-way communication between the teacher and families</li> <li>● Frequent opportunities for families to engage in the learning process</li> </ul>	<b>Logs of communication with parents</b> <ul style="list-style-type: none"> <li>● Teacher log of communication (who, what, why, when, “so what”?)</li> <li>● Progress reports, etc</li> </ul>
<b>4d: Participating in the professional community</b>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Attendance at PD sessions</li> <li>● Mentoring other teachers</li> <li>● Seeking mentorship</li> </ul>	<ul style="list-style-type: none"> <li>● Inviting people into your classroom</li> <li>● Using resources (specialists, support staff)</li> <li>● Regular teacher participation with colleagues to share and plan for student success</li> <li>● Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li>● Regular teacher participation in school initiatives</li> <li>● Regular teacher participation in and support of community initiatives</li> </ul>	<b>Observations</b> <ul style="list-style-type: none"> <li>● Notes taken during observation</li> </ul> <b>Attendance at PD sessions</b> <p>Optional</p> <ul style="list-style-type: none"> <li>● PLC agendas</li> <li>● Evidence of community involvement</li> <li>● Evidence of mentorship or seeking to be mentored</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>4e: Growing and developing professionally</b>	<ul style="list-style-type: none"> <li>• Evaluator/teacher conversations</li> <li>• Observation</li> <li>• Lesson/unit plan</li> <li>• Professional development plan</li> <li>• Mentoring involvement</li> <li>• Attendance or presentation at professional organizations / conferences / workshops / PLCs</li> <li>• Membership in professional associations or organizations</li> <li>• Action research</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent teacher attendance in courses and workshops; regular academic reading</li> <li>• Participation in learning networks with colleagues; freely shared insights</li> <li>• Participation in professional organizations supporting academic inquiry</li> </ul>	<p><b>Evaluator/Teacher conversations</b></p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• PD plan</li> <li>• PLC agendas</li> <li>• Evidence of participating in PD</li> <li>• Evidence of mentorship or seeking to be mentored</li> <li>• Action research</li> </ul>

Component	Evidence	Indicator/“Look-fors”	Evidence Collection
<b>4f: Showing professionalism</b>	<ul style="list-style-type: none"> <li>• Evaluator/Teacher conversations</li> <li>• Observation of participation in PLC meetings or school leadership team meetings</li> <li>• Scheduling and allocation of resources</li> <li>• School and out-of-school volunteering</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining additional resources to support students’ individual needs above and beyond normal expectations (i.e., staying late to meet with students)</li> <li>• Mentoring other teachers</li> <li>• Drawing people up to a higher standard</li> <li>• Having the courage to press an opinion respectfully</li> <li>• Being inclusive with communicating concerns (open, honest, transparent dialogue)</li> <li>• Having a reputation as being trustworthy and often sought as a sounding board</li> <li>• Frequently reminding participants during committee or planning work that students are the highest priority</li> <li>• Supporting students, even in the face of difficult situations or conflicting policies</li> <li>• Challenging existing practice in order to put students first</li> <li>• Consistently fulfilling district mandates regarding policies and procedures</li> </ul>	<b>Evaluator/Teacher conversations</b> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>• Teacher provides documents to evaluator at end of year/semester</li> <li>• Written reflection</li> <li>• Parent and student survey</li> <li>• Observing teacher interacting with peers/students/families</li> <li>• Record of unethical behavior</li> </ul>





## Appendix D: SMART Goal Guidelines

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## SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

**Specific** goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

What?—Specify exactly what the goal seeks to accomplish.

Why?—Specify the reasons for, purposes or benefits of the goal.

Who?—Specify who this goal includes or involves.

When?—Specify the timeline for the attainment of the goal.

Which?—Specify any requirements or constraints involved in achieving the goal.

**Measurable** goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much? how many?) as opposed to qualitative (what’s it like?).

**Attainable** goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

**Results-based** goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

**Time-bound** goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year, although it could be a semester, or a multi-year goal, depending on local contexts and needs.



## Appendix E: SLO Assessment Guidance (Ensuring High Quality)

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## SLO Assessment Guidance (Ensuring High Quality)

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals, so long as the educator and evaluator mutually agree upon these evidence sources. This autonomy, however, does not mean that an educator can use **any** source of evidence. This appendix provides guidance regarding components of quality evidence that evaluators should consider when supporting sources of evidence for the SLO process.

In the coming years, DPI will begin developing a “repository” of high-quality, exemplar SLOs, along with potential evidence sources for each one to identify those resources which currently exist, and to develop new resources to fill resource gaps. The repository will allow educators to sort SLOs, as well as appropriate evidence sources, by grade, subject, and content area.

### What is validity?

Validity defines quality in educational measurement. It is the extent to which an assessment actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the *evidence* provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However the assessment could have little validity for diagnosing and identifying the cause of students’ reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves that purpose(s). The dynamic between an assessment’s purpose and the resulting data generated by the assessment is key to determining the validity of assessments.

#### *Assessments Should:*

- Be *aligned* with standards
- Provide *reliable* information for intended score interpretations and uses
- Be *proctored with consistency*
- Be *fair and accessible*
- Provide useful *reporting* for intended users and purposes
- Be *developed with cohesion*

### Why do we need alignment to standards?

Alignment is how well what outcomes are assessed matches what has been taught, what is learned and the purpose for giving the assessment. For assessments to provide data in order for staff to make inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery.

The essential issues for alignment focus on these questions:

1. How does \_\_\_\_\_ reflect what is most important for students to know and be able to do?

2. How does \_\_\_\_\_ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?
3. Is \_\_\_\_\_ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of \_\_\_\_\_ align vertically and horizontally within the SLO?
5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

<b>Questions to Ask About Assessments While Developing a Student Learning Objective</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How well do the items/tasks/criteria align to appropriate standards, curriculum and essential outcomes for the grade level or course?</li> <li>• In what ways would mastering or applying the identified content be considered “essential” for students learning this subject at this grade level?</li> <li>• How do the content, skills and/or concepts assessed by the items or task provide students with knowledge, skills and understandings that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• In what ways do the items/tasks and criteria address appropriately challenging content?</li> <li>• To what extent do the items or task require appropriate critical thinking and application?</li> <li>• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding and/or mastery?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• When will the results be made available to the educator? (The results must be available to the educator prior to the end of year conference)</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?</li> <li>• To what extent are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>• Are there a sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability?</li> <li>• Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery?</li> <li>• To what extent does scoring give appropriate weight to the essential aspects?</li> </ul>





# Appendix F: SLO & Outcome Summary Process & Scoring Guide

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# SLO and Outcome Summary Process & Scoring Guide

## Guidance on Creating the Outcome Summary Score

Starting with the 2015-16 school year, there is a shift in scoring student outcomes in the Wisconsin Educator Effectiveness System. The System will utilize the same data and measures as before—including principal and teacher value-added (when available), graduation data, and school-wide reading. However, the method of incorporating this data into the System will change in order to better align to best practice and support continuous improvement. Currently, as standalone scores, these measures inform educators of whether they did well (or not) on a given measure, but provide no information regarding why they performed the way they did or how to improve. The shift addresses this issue by incorporating these measures in a way which informs goal-setting and provides specific feedback regarding the educator’s implementation progress and its impact on student progress.

## SLOS INFORMING THE OUTCOME SUMMARY SCORE

### Beginning of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to develop a minimum of one SLO. The development of the SLO now must include the review of teacher and principal value-added, as well as graduation rates or schoolwide reading value-added (as appropriate to the role of the educator). Educators continue to document the goal within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

### Middle of Year (or Mid-Interval)

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to the goal based on data collected through the progress monitoring process. Educators should document evidence of their SLO implementation progress and SLO implementation process to date within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

### End of Year (or End of Interval)


At the end of the SLO interval, educators draw upon all available evidence of their implementation process, as defined within the SLO and Outcome Summary Process Guide (see page 2), and the impact on student progress to inform the selection of a self-score. Using the Scoring Rubric (see page 4), educators will self-score their goal and document the score within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

### Outcome Summary Score

At the end of the Effectiveness Cycle, evaluators will review all SLOs (from the Supporting and Summary Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic Outcome Summary Score. Evaluators draw upon the SLO and Outcome Summary Process Guide (see page 2) to inform the determination of the holistic score using the Scoring Rubric (page 4). Evaluators document the holistic score into the appropriate online data management system (e.g., Teachscape or MyLearningPlan). During

the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the implementation process and progress across the Effectiveness Cycle and the resulting holistic score as part of a learning-focused conversation. The holistic score is the final Outcome Summary Score.

## SLO AND OUTCOME SUMMARY PROCESS GUIDE

Quality Indicators		Reflections/Feedback/Notes for Improvement
<b>Baseline Data and Rationale</b>		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis included the following data sources, as appropriate to the educator's role: principal value-added, teacher value-added, schoolwide reading value-added, and graduation rates. <i>(See guidance on page 3 regarding the use of these data sources)*</i>		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
<b>Alignment</b>		
The SLO is aligned to <a href="#">specific content standards</a> representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
<b>Student Population</b>		
The student population identified in the goal(s) reflects the results of the data analysis.		
<b>Targeted Growth</b>		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
<b>Interval</b>		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
<b>Evidence Sources</b>		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a <a href="#">balanced use of assessment data</a> .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference. (Note: The amount of evidence available may vary by educator role).		

Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: <ul style="list-style-type: none"> <li>Clearly define levels of performance;</li> <li>Are easy to understand;</li> <li>Show a clear path to student mastery.</li> </ul>		
<b>Instructional (for teachers) and Leadership (for principals) Strategies and Support</b>		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
<b>Scoring</b>		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

\*Note: Teacher value-added data is still scheduled for first release in 2017-18. Additionally, due to the switch in assessments and assessment schedules in 2014-15, as well as the building of new statewide data systems, 2014-15 state assessment data (i.e., principal value-added and schoolwide reading value-added) will not be available at the beginning of the 2015-16 school year. As such, educators should rely on historical state assessment and value-added data from prior years that *IS* available to them to identify trends when setting goals at the beginning of the 2015-16 school year. DPI expects that the data reporting process will occur earlier in the year beginning in 2016-17.

## DATA ANALYSIS INFORMING THE DEVELOPMENT OF THE SLO

Educators review all available data when setting goals for their professional practice and improvements in student outcomes. A holistic approach is taken to data analysis and professional reflection. In addition to reviewing data collected by the educator, the educator must also review the following data provided by DPI, as appropriate to their individual role.

### PRINCIPALS

In setting an SLO, principals must not only review data collected by their educators or themselves across the school-year, but also the following data provided by DPI:

- Principal, Teacher, and Schoolwide Reading Value-Added:** When developing SLOs, principals must review individually, as well as with other district principals (where available) and teachers, principal value-added data, as well as teacher value-added data aggregated at both the grade level and content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other principals or administrators could inform the development of an SLO that aligns to district improvement plans and/or goals. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other principals or administrators could provide the opportunity to share best practices and successful strategies which support district improvement plans and/or goals.
- Graduation Rate:** When developing SLOs, high school principals must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their students. This analysis can inform the development of SLOs if graduation rates are an area needing growth and professional practice goals to support the improvement of graduation rates. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

### TEACHERS

- Teacher Value-Added and Schoolwide Reading:** When developing SLOs, teachers must review individually, as well as with teacher teams at both the grade level and across the content area (e.g., schoolwide

reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other teachers could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other teachers could provide the opportunity to share best practices and successful strategies which support school improvement plans and/or goals.

- **Graduation Rate:** When developing SLOs, high school teachers must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their school's students. During this review, teachers should reflect on how their practice has supported the trends within the graduation rate data. Teachers should also review the data in vertical and horizontal teams to review school (and district) practices which positively and negatively impact graduation rates. This analysis can inform the development of SLOs, as well as professional practice goals, to support the improvement of graduation rates of the educator's students. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

**Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary.** *As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator's growth in their unique roles and contexts.* By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need—both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals.

*Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.*

## RUBRIC OVERVIEW

Both educators and evaluators will use the Scoring Rubric (below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). Evaluators will assign a holistic score considering all SLOs across the cycle—the implementation process and its impact on student progress. Drawing upon the preponderance of evidence and using the Scoring Rubric, evaluators determine an educator’s holistic Outcome Summary Score by identifying the rubric level which *best describes* the educator’s implementation process and student growth. This process of holistic scoring offers flexibility based on professional discretion. It allows evaluators to recognize student growth as well as professional growth across the Effectiveness cycle, which aligns with the purpose of the Wisconsin Educator Effectiveness System.

### SCORING RUBRIC

Score	Criteria	Description (not exhaustive)
4	<p>Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth.</p> <p>Student growth has <b>exceeded</b> the goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data; and reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way.</p> <p>Evidence indicates the targeted population’s growth exceeded the expectations described in the goal.</p>
3	<p>Educator engaged in a data-driven process that resulted in student growth.</p> <p>Student growth has <b>met</b> goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set attainable goal(s) based on a comprehensive analysis of all required and supplemental data sources; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data; and reflected on the process across the year/cycle in an accurate or consistent way.</p> <p>Evidence indicates the targeted population met the expectations described in the goal.</p>
2	<p>Educator engaged in a process that resulted in inconsistent student growth.</p> <p>Student growth has <b>partially met</b> the goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction; and reflected on the process across the year/cycle in an inconsistent and/or inaccurate way.</p> <p>Evidence indicates the targeted population partially met expectations described in the goal.</p>
1	<p>Educator engaged in a process that resulted in minimal or no student growth.</p> <p>Student growth has <b>not met</b> the goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set inappropriate goal(s); inconsistently or inappropriately used assessments; did not monitor progress; did not adjust instruction based on progress monitoring data; and did not reflect on the process across the year/cycle in a consistent, accurate, and thoughtful way.</p> <p>Evidence indicates the targeted population has not met the expectations described in the goal.</p>

[Updated in Teacher Evaluation Process Manual - August 2015]



# Appendix G: Teacher Educator Effectiveness Plan (EEP): Student Learning Objectives (SLO) Form

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## Teacher Educator Effectiveness Plan (EEP): SLO form

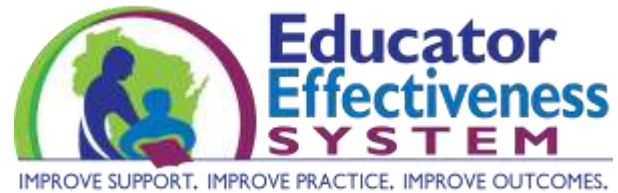
This form is completed and updated at the beginning of the SLO interval, the mid-interval review, and the end-of-interval review.

After analyzing the Self-Review and student data, use that information to develop and record your SLO goal. Identify professional growth strategies and support needed to help achieve this SLO. Submit the completed SLO form to your evaluator prior to your planning session (beginning-of-year), mid-interval review conference, and end-of-interval review or end-of-cycle summary conference.

*Download Microsoft Word or Google form of SLO:* <http://dpi.wi.gov/ee/teacher/resources/forms>

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**Educator Effectiveness Plan  
TEACHER SLO**



**Student Learning Objective (SLO) Planning and Monitoring Form**

*Educator Name:*

*Evaluator Name:*

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**Beginning-of-Interval SLO Reflection and Goal Setting Process**

*Date Beginning-of-Interval information completed:*

**Baseline Data**

- What sources(s) of data did you examine in selecting this SLO?
- What issues related to student equity can be seen through the data review?
- Summarize trends and patterns from your data review.
- If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal.
- Did you consider both qualitative and quantitative data?

*Educator:*

*Evaluator Feedback:*

**Learning Content/Grade Level**

- Which content standards are relevant to/related to/in support of your goal?
- Is this content reinforced throughout the interval of this goal?
- Did you identify the national, state, or local standards relevant to your role in the district?

*Educator:*

*Evaluator Feedback:*

**Student Population**

- Which students are included in the target population?
- How does the data analysis support the identified student population?

*Educator:*

*Evaluator Feedback:*

### **Targeted Growth**

- Have you identified the starting point for each target student?
- How did you arrive at these growth goals?

*Educator:*

*Evaluator Feedback:*

### **Time Interval**

- Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?

*Educator:*

*Evaluator Feedback:*

### **Evidence Sources**

- What benchmark assessments will you use (pre-instruction, mid-interval, post- instruction)?
- What formative practices will you use to monitor progress throughout the interval?
- What summative assessment will you use to determine student growth at the end of the interval?
- Is the assessment:
  - Aligned to the instructional content within the SLO?
  - Free of bias?
  - Appropriate for the identified student population?

*Educator:*

*Evaluator Feedback:*

### **SLO Goal Statement (SMART criteria)**

- Goal should be SMART: Specific, Measurable, Attainable, Results-based, and Time-bound

*Educator:*

*Evaluator Feedback:*

### Instructional Strategies and Supports

- What professional development opportunities support this goal?
- What instructional methods will you employ so that students progress toward the identified growth goal?
- How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?

*Educator:*

*Evaluator Feedback:*

### Mid-Interval Review

*Date Mid-Interval information completed:*

Reflect on the progress of your target population identified in the SLO goal. Summarize the progress of those students and the process you have used to support their growth.

*Educator:*

*Evaluator Comments:*

#### Mid-Interval Status of SLO:

- ☐ My Goal Statement, elements, and process are on target and do not require revision.
- ☐ My Goal Statement or other element requires revision. *(Complete the next 3 sections:*

*Strategies to address barriers, revised SLO Goal and rationale for changes)*

Articulate strategies / modifications to address barriers (if necessary):

*Educator:*

*Evaluator Comments:*

Revised SLO goal statement (if necessary):

*Educator:*

*Evaluator Comments:*

Describe changes and provide rationale for changes (if necessary):

*Educator:*

*Evaluator Comments:*

## End-of-Interval Review

*Date End-of-Interval information completed:*

Reflect on the progress of your target population identified in the SLO goal. Summarize the progress of those students and the process you have used to support their growth.

*Educator:*

*Evaluator Comments:*

How did things around you (your environment or context) impact the implementation and results of your SLO?

*Educator:*

*Evaluator Comments:*

What did you learn that would inform future SLO plans or implementation strategies?

*Educator:*

*Evaluator Comments:*

Additional comments:

*Educator:*

*Evaluator Comments:*

Based on your reflection, use the  
SLO Scoring Rubric to self-score your SLO.  
<http://dpi.wi.gov/sites/default/files/imce/ee/pdf/OutcomesProcessGuideRubric.pdf>



# Appendix H: Teacher Educator Effectiveness Plan (EEP): Professional Practice Goal (PPG) Form

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## Teacher Educator Effectiveness Plan (EEP): PPG form

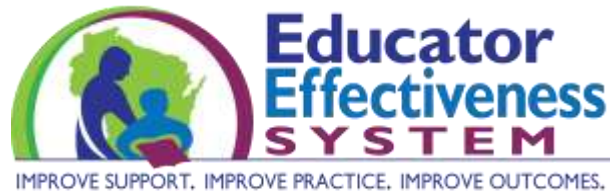
This form is completed and updated at the beginning of each year, the mid-year review, and the end-of-year review.

After analyzing the Self-Review and student data, use that information to develop and record your PPG goal. Identify professional growth strategies and support needed to help achieve this PPG. Submit the completed PPG form to your evaluator prior to your planning session (beginning-of-year), mid-year review conference, and end-of-year review or end-of-cycle summary conference.

*Download Microsoft Word or Google form of PPG:* <http://dpi.wi.gov/ee/teacher/resources/forms>

---

## Teacher Professional Practice Goal (PPG) Planning Form



*Educator Name:*

*Evaluator Name:*

---

### Beginning-of-Year Goal Setting Process

*Date Beginning-of-Interval information completed:*

After reviewing your self-reflection on performance and identifying instructional strategies to support your student growth goals, develop and record a Professional Practice Goal (PPG). Identify your instructional strategies and support you need to achieve this PPG.

The instructional strategies you identified for your SLO can inform your PPG, or you can focus on other areas you and/or your evaluator have identified.

**Based on the reflection above, craft your PPG Goal Statement:**

*Educator:*

*Evaluator comments:*

**List related SLO Goal (if applicable):**

*Educator:*

*Evaluator comments:*

**Identify related Danielson Framework for Teaching domain/component(s):**

*Educator:*

*Evaluator comments:*

**Describe applicable instructional or non-instructional activities:**

*Educator:*

*Evaluator comments:*

**Identify resources and support you need to achieve this PPG:**

*Educator:*

*Evaluator comments:*

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---

## Mid-Year Review

*Date Mid-Interval information completed:*

*Please use this section to review the progress of your PPG at Mid-Year.*

**Describe your progress towards achieving the Goal:**

*Educator:*

*Evaluator comments:*

**Summarize the evidence you gathered up to this point:**

*Educator:*

*Evaluator comments:*

**Articulate strategies/modifications to address ongoing challenges to implementing your PPG:**

*Educator:*

*Evaluator comments:*

**Describe key next steps:**

*Educator:*

*Evaluator comments:*

---

## End-of-Year Review

*Date End-of-Interval information completed:*

*Please use this section to summarize your PPG completion at the end of the year, and discuss the lessons learned from the process.*

**What is the status of your PPG at the end of the year?**

*Educator:*

*Evaluator comments:*

**Discuss the evidence you gathered throughout the year:**

*Educator:*

*Evaluator comments:*

**What did you learn that would inform future PPG processes, plans, or goals?**

*Educator:*

*Evaluator comments:*

**Additional comments:**

*Educator:*

*Evaluator:*



# Appendix I: Announced Observation Pre-Observation Teacher Planning Form

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## Teacher Pre-Observation Planning Form

*Educator Name:*

*Observer Name:*

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**What do you expect your students to learn during this lesson?**

*Educator:*

*Evaluator comments:*

**To which curricular standards or learning targets does this lesson align?**

*Educator:*

*Evaluator comments:*

**How does this learning “fit” within the broader context of the curriculum for your course?**

*Educator:*

*Evaluator comments:*

**Briefly describe the students in this class, including those who require accommodations.**

*Educator:*

*Evaluator comments:*

**How will you know if all of the students learned or understand the content, including students who required accommodations?**

*Educator:*

*Evaluator comments:*

**Is there anything that you would like me to specifically observe during the lesson?**

*Educator:*

*Evaluator comments:*



# Appendix J: Announced Observation Observer Feedback Form

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## **Announced Observation Observer Feedback Form**

*Educator Name:*

*Date completed & shared by Evaluator:*

*Observer Name:*

*Date completed & shared by Educator:*

*Observation Date:*

---

**In general, how successful was the lesson? Did the students learn what was intended for them to learn? How can you tell?**

*Evaluator:*

*Educator comments:*

**Did the educator depart from his or her plan for the lesson? If so, how, and why?**

*Evaluator:*

*Educator comments:*

**Comment on different aspects of the teacher's instructional delivery or environment (e.g. activities, grouping of students, materials, resources, pacing). To what extent did they help the teacher meet his or her objectives for the lesson?**

*Evaluator:*

*Educator comments:*

**What suggestions can you provide to guide the teacher in the future?**

*Evaluator:*

*Educator comments:*

**What suggestions would you provide for engaging in continued professional development related to the planning, delivery or outcomes of this lesson?**

*Evaluator:*

*Educator comments:*

**Other Comments**

*Evaluator:*

*Educator comments:*



# Appendix K: Announced Observation Post-Observation Teacher Reflection Form

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## **Announced Observation Teacher Reflection Form**

*Educator Name:*

*Observer Name:*

---

**In general, how successful was the lesson? Did the students learn what you intended for them to learn? How can you tell?**

*Educator:*

*Evaluator comments:*

**Did you depart from your plan for the lesson? If so, how, and why?**

*Educator:*

*Evaluator comments:*

**Comment on different aspects of your instructional delivery or environment (e.g. activities, grouping of students, materials, resources, pacing). To what extent did they help you meet your objectives for the lesson?**

*Educator:*

*Evaluator comments:*

**If you had a chance to teach this lesson again to the same group of students, what would you do differently?**

*Educator:*

*Evaluator comments:*

### **Other Comments**

*Educator:*

*Evaluator comments:*



# Appendix L: Mini-Observation Observer Feedback Form

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## Mini-Observation Observer Feedback Form

*Educator Name:*

*Date completed & shared by Evaluator:*

*Observer Name:*

*Date completed & shared by Educator:*

*Observation Date:*

---

**Comment on different aspects of the teacher's instructional delivery or environment (e.g. activities, grouping of students, materials, resources, pacing). To what extent were they effective?**

*Evaluator:*

*Educator comments:*

**Observer, enter a reflective question(s) to the educator based on this mini-observation.  
Educators, please respond.**

*Evaluator:*

*Educator comments:*



# Appendix M: End-of-Cycle Summary Form completed by the Teacher

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## End-of-Cycle Summary Form - Teacher

*Educator Name:*

*Evaluator Name:*

*Date of End-of-Cycle Summary Conference:*

---

**Summarize the results of your Effectiveness Cycle. In what ways or areas have you grown the most throughout the Effectiveness Cycle?**

*Educator:*

*Evaluator comments:*

**How will the results of the Effectiveness Cycle inform or guide your next Effectiveness Cycle plans and areas of focus for professional development?**

*Educator:*

*Evaluator comments:*

**Additional Educator comments:**

*Educator:*

*Evaluator comments:*



# Appendix N: End-of-Cycle Summary Form completed by the Evaluator

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## End-of-Cycle Summary Form - Evaluator

*Educator Name:*

*Evaluator Name:*

*Date of End-of-Cycle Summary Conference:*

---

**Summarize your evaluation of the educator's Effectiveness Cycle and provide summary feedback to the educator:**

*Evaluator:*

*Educator comments:*

**In what ways or areas has the educator grown throughout the Effectiveness Cycle?**

*Evaluator:*

*Educator comments:*

**What suggestions do you have for the educator that may inform or guide the educator's next Effectiveness Cycle plans and areas of focus for professional development?**

*Evaluator:*

*Educator comments:*

**Additional Evaluator comments:**

*Evaluator:*

*Educator comments:*